

## **Awards for Innovation in Higher Education**

### **Cover Page**

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Norco College, Corona-Norco Unified School District, California State University, University of California, Riverside, College Futures Foundation

#### **Abstract**

Norco College's Completion Initiative was developed after a review of 2010-2014 cohort data of all first-time students, a total of 2,474 students, revealed that only 9.8 % of these students had completed a degree or certificate in the course of four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. Of the 9.8%, only 5.1% and 9.5% of African American and Hispanic students, respectively, had been among the completers. The Completion Initiative is comprised of five interconnected components, each of which address institutional barriers to completion. The five components of the Completion Initiative are: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. The Completion Initiative serves as an overarching umbrella for the College's local, regional, and statewide success and equity initiatives. Grounded in the national work of Complete College America, The Aspen Prize Institute, the Research and Planning Group's Student Support (Re) Defined, and Completion by Design's "Loss and Momentum Framework," the Completion Initiative represents major shifts in the institution's approach to supporting all students towards their goals of degree completion. From a student's point of entry throughout his/her journey to completion, it is a holistic response to the need for students to receive mentorship from faculty and peers, and expert guidance in selecting a pathway that will lead to completing a degree as well as finding a meaningful career.

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**Assurance and Signature**

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Norco College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.



Signature \_\_\_\_\_

## Section B. Narrative Responses to Application Items

**1. Identifying the Problem:** Norco College is a public, open-access, two-year community college approximately 50 miles east of Los Angeles in the rapidly growing “Inland Empire” region of southern California. It is one of three colleges within the Riverside Community College District. The region has a historically low college attainment rate with only 6.1% of the overall and 4.5% of the Hispanic population successfully completing a bachelor’s or higher degree. A review of per capita income data for zip codes in the surrounding area, based on the 2013 Census, revealed that families living in neighborhoods surrounding the college are more than twice as likely to be living below poverty level as families living elsewhere in the state. The college serves a population of approximately 13,000 students annually, of which 56% are Hispanic. A large number of its students meet the U.S. Dept. of Education’s definition of “at-risk,” meaning they enroll facing a host of barriers to meeting their educational goals. 32% of the College’s students come from low socio-economic backgrounds.

Nearly 60% of the college’s incoming Hispanic and low-income students identify “transfer to university” as their educational goal. However, nearly 95% of them arrive at the College requiring remediation in mathematics and/or English. In 2013-14, Norco College awarded a total of 1,148 degrees and certificates: 31 Associate Degrees for Transfer (ADTs); 785 Associate degrees; and 332 certificates of varying units. In 2014-15 the overall total of degrees awarded dropped to 1090, though the College saw an increase in ADTs (58); there was a decrease in Associate degrees (761); and certificates (271). The award count increased slightly in 2015-16 to 1,116, with ADTs showing a steady increase (122); but with a continued decrease in Associate degrees (724); though with a rebound in certificates (270). Norco College’s transfer rate has shown a slow, but steady rise in the last three years. In 2012-13 it was 26.2. It rose to 28.0% in 2013-14 and in 2015-16 it was 32.8%.

A startling review of 2010-2014 cohort data of all first-time students, a total of 2,474 students, revealed that *only 9.8 % of these students had completed a degree or certificate in the course of four years*. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. For example, of the 9.8%, only 5.1% and 9.5% of African American and Hispanic students, respectively, had been among the completers. These two groups of students represented the lowest rates of completion, with the exception of the category for “Unknown,” which had a 4.8% rate of completion. Though the overall rate increased to 11.6% in the 2011-2015 cohort, African American and Hispanic students were again the lowest performing student populations. These data have lead the College to acknowledge that this problem requires radical institutional action.

This Innovation Award proposal is written in support of the college’s Completion Initiative which is designed to respond to Norco College’s low rate of certificate and degree completion.

**2. Innovation:** Grounded in the national work of Complete College America and The Aspen Prize Institute, the Research and Planning Group's work in Student Support (Re) Defined, and Completion by Design's "Loss and Momentum Framework," Norco College's Completion Initiative is comprised of five interconnected components, each of which address institutional barriers to completion. Additionally, it serves as an overarching umbrella for all the College's other success and equity initiatives. The five components also represent a restructure of policies and practices related to the means by which services are delivered to students. The five components of the Completion Initiative are: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care.

*Meta Majors:* A meta major is a collection of programs of study that have related courses. The intent of selecting a meta major is to help students choose a major and degree based on their interests, knowledge, skills and abilities. Meta Majors are designed to lead students to make informed decisions about their educational path. With a meta major, students can narrow their choice in a program of study and begin developing an educational plan that leads to degree completion. Students select from core courses within their meta major, giving them the opportunity to change their path within the meta major as they explore possible careers. This decreases the chances that students will take courses that delay their path to completion. Within each meta major a community of learners can be created amongst students with similar academic interests. This creates the opportunity to develop contextualized workshops, events, and outreach dedicated to helping students succeed.

*Guided Pathways:* Helping students more easily understand the path to complete their educational goal is essential. This will be accomplished by developing highly structured pathways that identify the courses students need to take each term. This component is designed to minimize the choices students have to complete a degree or certificate by providing them with a roadmap and additional support structures such as mentors and Student Success Coaches. Pathways will also help reduce the time it takes students to complete by narrowing the choices of courses students can choose from to complete a degree or certificate.

However, because pathway development is in many ways contingent upon meta major development, the College is focused on first identifying potential meta majors and has done preliminary planning to associate all of its existing certificates and degrees within those meta majors. Subsequent to this work, pathway development will follow with milestone completions of 30 and 60 units, and the creation of additional basic skill pipeline opportunities, as well as engaging counselors in a caseload management approach to educational planning.

*Faculty Advisement:* Faculty advisement is a departure from educational counseling which is provided by counselors. Faculty advisement, conducted by instructional faculty, is designed to enhance the quality of a student's college experience through mentorship and increased communication between instructional faculty who become faculty advisors in their field of study. Situated within existing meta majors, faculty advisors will help students explore educational and career goals as well as identifying program pathways for a student's given degree. Faculty advisors also refer students to an array of college resources. Ongoing collaboration among counselors and faculty advisors is core to the faculty advisement model as well as embedding it

within meta majors, including faculty advisors in student orientations, and increasing professional development in order to equip faculty to be successful advisors.

*Linking College Work to Careers:* Norco College believes that connecting college work to careers is critical to increasing students' overall certificate and degree completion. One of the ways in which meta majors and guided pathways interconnect with a faculty advisement model is through an exploration of the ways in which college work is related to a given career. This exploration occurs through the mentoring relationship that develops between students and faculty as faculty advisors mentor students in careers related to their fields of study. Counseling faculty also have the opportunity to implement a case management approach within given meta majors and assist students in understanding the careers associated with their chosen degree path. The College intends to increase opportunities for students to participate in career exploration, personality assessment, industry partnerships, and earn and learn/internship opportunities in order to support their completion of certificates and degrees.

*Models of Student Care:* The RP Group brought to light what students say they need in order to support their success, specifically to be nurtured, directed, focused, valued, connected, and engaged. Similarly, in several recent summits, Norco College students have expressed a desire for more peer-to-peer support. In response to both the research findings, and the voice of its own students, the College is developing more intentional methods of supporting student success and completion, with opportunities for students to mentor and support other students, as well as having opportunities to be involved in community service projects with associated scholarships. In addition to scholarships, the College is *also addressing students' financial needs by purchasing books through the use of equity funds and required vaccines for students in the Early Childhood Education program with the use of Strong Workforce funds.* As part of this effort, a student ambassador program was recently established as well as a Men of Color mentoring program. Research indicates that mentoring programs that connect African American male students to adults and peers who provide personal and academic guidance and support that aids with acclimating to college, help improve persistence and progression toward graduation. Mentoring programs must be comprehensive and should include the following: interaction with faculty; community building and community service projects; opportunities for participants to interact, learn and share experiences with college students from other cultures; and personal and business etiquette training and leadership opportunities for all participants. The proposed mentoring program includes many of these components as well as others. Best practices for successful models of peer-to-peer mentoring is being researched, along with training for student leaders.

The five components of the Completion Initiative discussed above represent major shifts in the institution's approach to supporting all students towards their goals of degree completion. From a student's point of entry throughout his/her journey to completion, it is a holistic response to the need for students to receive mentorship from faculty and peers, and expert guidance in selecting a degree pathway that will lead to a meaningful career. It also requires the institution to break through its own silos in order to serve students more effectively. It is an ambitious undertaking, but the College has already begun its own journey of completing it.

**3. Organization and Implementation of the Innovation:** Norco College began serious discussions of its completion rates in spring 2015 when completion data for the Fall 2010-2014 cohort of all first-time students showed a completion rate of 9.8%. In response, a two-day Completion Initiative Summit was held in July, 2015 with students, faculty, staff and administrators meeting to develop an implementation plan to help more students become successful in completing certificates and degrees. The two-day event, in which attention was focused on national efforts described by the Aspen Institute and Complete College America, concluded with an agreement that the college should focus its efforts on the development of five key components: Meta Majors, Guided Pathways, Faculty Advisement, Linking College Work to Careers, and developing Models of Student Care. During the following 2015-2016 academic year, brown bag sessions, open to all stakeholders, were held to further discuss each of the five components and to vet concerns and questions related to each of them. The Completion Initiative, with its five key components, was subsequently taken through the College's shared governance system and was endorsed by all stakeholders, including the academic senate.

The following summer, a Completion Initiative workgroup comprised of faculty, staff, and administrators worked through the summer of 2016 to further develop plans to move forward in making the Completion Initiative a reality. The workgroup also moved forward in seeking support for its efforts from the College Futures Foundation, and in Fall 2016 Norco College was awarded a \$100,000 planning grant from the College Futures Foundation to support its continued efforts in designing a Completion Initiative.

Norco College has also been successfully leveraging other existing institutional efforts aligned with the five key components of the initiative. For example, the College was recently awarded a Title V federal grant entitled, "Accelerated Pathways to Graduation and Transfer." This grant focuses on developing curriculum design models, support structures, and critical academic services that improve persistence rates and accelerate students' graduation and/or transfer rates by focusing on four integrated components critical to improving success of non-traditional Hispanic and low-income students as they move through educational pipeline: (1) develop curriculum models focused on alternative placement and acceleration in English and math for non-traditional students; (2) Increasing access to critical support services to increase persistence; (3) Increasing transfer/completion rates by enhancing Learning Resource Center staffing and resources; and (4) Increasing persistence rates by providing professional development for faculty, staff, and administrators on helping students develop non-cognitive skills associated with increased persistence and success.

Currently, the Completion Initiative workgroup is firmly established and meets monthly to plan the implementation of the initiative. The institutional change represented by Norco College's Completion Initiative is extensive. However, the college-wide endorsement through its shared governance system, and the faculty, staff, and administrators who participate in the workgroup have demonstrated intense and sustained support for its achievement. While the College has already launched some elements of the initiative, its goal is to fully implement meta majors and guided pathways with all first-time students by Fall 2017.

*Risks and Impacts:* The College plans to develop and implement meta majors to align with existing certificates and degrees, including ADTs by Fall 2017 for all first-time students. In order to do so a number of resources and support systems need to be set in place for students, faculty and staff. Professional development related to meta majors and pathway development needs to occur for all stakeholders so that messaging to students is cohesive and clear. The College also needs to provide certifications and training opportunities to counseling faculty in order to prepare them to conduct effective career counseling and self-assessment training for students. Likewise, professional development is necessary for faculty who wish to become faculty advisors so that students receive similar types of support from all faculty advisors. In addition, pathways need to be aligned within meta majors and associated with related careers, with current labor market information being made available to students as they make important life-long educational decisions. Currently, counseling and instructional faculty are not organized according to meta majors; however, successful implementation of this effort requires students to be able to locate faculty advisors and counselors who are part of their chosen meta majors, thus requiring a caseload management approach to the organization of all faculty. This need for re-organization by meta major is true as well for student ambassadors and peer mentors. Currently, the College is increasing its Men of Color mentoring program as well as its pool of peer mentors and ambassadors in order to support students through these transitions, as well as being able to support first-generation college students.

Impacts to technology are a concern since the College is part of a multi-college district and enrollment processes are centralized across the district, including website development. Thought and planning needs to account for what students will see when they enroll and register for classes, as well as the ways in which the website and marketing materials can be revised at the local level to convey necessary information about meta majors, pathways, and related careers. Currently, the College is working with a vendor who is designing alternative landing pages for the website and the Admissions and Records office is developing a work plan that would allow students to select a meta major upon enrollment; however, new software systems that merge these efforts with course schedule development is needed to make the student experience seamless and simple. By Fall 2018, the College plans to have developed a structured and comprehensive approach to linking college course work to careers so that all students will have access to increased career counseling, earn and learn opportunities, self-assessment tools, and industry partnership activities.

*Overall Timeline:* Norco College began discussing its low rates of completion in Spring 2015. One and half years later the College had identified five key components upon which to focus, established a workgroup, garnered widespread support through its shared governance system for a Completion Initiative, and been awarded a \$100,000 planning grant by the College Futures Foundation to support its efforts. The College intends to launch meta majors for all first-time students in Fall 2017. Guided pathways will be aligned within those meta majors at the time of launch as will faculty advisement. By Fall 2018, the College intends to have developed its college to career linkages as well as enhancing its efforts in models of student care, both of which will be aligned within the meta majors.

**4. Alignment:** *Institutional Alignment.* Norco College is intentional and strategic in its planning processes. Strategic planning, Equity and Student Success and Support Program (SSSP) plans, basic skills and all grant applications are systematically integrated into its shared governance planning processes. In considering the Completion Initiative, the College first determined that a direct alignment exists within its strategic planning goals and objectives: Strategic Planning Goal 1: Increase Student Achievement and Success; Objective 5: Increase completion rate of degrees and certificates. The Completion Initiative similarly aligns with other student success efforts, such as the Summer Advantage program, which in 2015 received the Bellwether Award for Instructional Programs and Services. Summer Advantage provides graduating high school seniors in Norco College's service area, who place below college-level in mathematics and/or in English, the opportunity to participate in academic workshops that offer a refresher in the subject and an opportunity to advance one or more levels in Math or English. Summer Advantage represents a highly successful effort to jumpstart students on their road to degree completion and demonstrates the College's ability to innovate successfully to meet the needs of students. *Higher Education Alignment: Equity Plan.* Norco College's 2015-2018 Equity Plan is focused on serving student groups who demonstrate the highest disproportionate impact, with special emphasis being placed on course completion as well as certificate and degree completion rates of men of color, and Hispanic males and females. Professional development has been implemented to facilitate enhanced teaching and learning strategies, and building relationships with men of color has been enhanced via a mentoring program. *Strong Workforce Program.* Norco College implemented a rigorous strategic planning process in response to the state's requirement to complete the Strong Workforce Program (SWP) plan and which aligns with the Completion Initiative. Since the College was already committed to strengthening the link between college and careers for students, and aligning that linkage with meta majors, the SWP funds and planning are well-timed. *Basic Skills.* Similarly, Norco College's California Community College Basic Skills and Student Outcomes Transformation grant seeks to: (1) Expand the use of multiple measures in assessment and placement in English and in mathematics (2) Support ongoing acceleration efforts in English (3) Develop acceleration pathways through basic skills in mathematics (4) Increase collaboration between K-12 instructors and college faculty to facilitate better alignment in language arts/English composition and mathematics. These efforts, along with the Summer Advantage program, provide a strong foundation upon which to launch a successful Completion Initiative while still accounting for the need to support students in their journey through the basic skills pipeline.

*Distinctive Innovation:* One of the most exciting aspects of the Completion Initiative is that it builds on existing efforts to support student degree completion both locally and from a state perspective. Within the Inland Empire, Norco College's Completion Initiative builds on the partnership with Growing Inland Achievement (GIA) along with CSU San Bernardino and UC Riverside. GIA, built from an Award for Innovation in Higher Education, facilitates coordination across numerous organizations to align educational policy and initiatives regionally via a bi-county cradle-to-career college impact model. Thus, launching such an expansive undertaking is perfectly timed with college, regional, and statewide efforts.



**5. Scaling the Innovation:** The most significant efforts that can be made to support the scaling up of such an initiative is: 1) ensure alignment with existing strategic planning goals/objectives; 2) leverage multiple funding sources; 3) increase communication and garner support about the initiative within the college as well as with its external and K-12 partners. Currently Norco College is attempting to launch the Completion Initiative at scale, with all first-time students in Fall 2017. However, communicating those changes to existing students may prove difficult. Numerous student workshops, parent orientations, development of marketing materials, and other outreach efforts will occur to assist existing students in understanding the changes afoot in regards to completion efforts. An important aspect of scaling up this effort is outreach to local K-12 school districts in order to help high school counselors and district administrators understand the changes being made, especially in regards to meta majors and pathways, and the reasoning behind such changes.

Another important method for scaling and replicating the Completion Initiative is to collaborate and dialogue with other colleges about the work occurring on the initiative. For example, Norco College has presented the Completion Initiative at the statewide Design and Innovation Conference sponsored by the state academic senate as well as the Strengthening Student Success Conference, sponsored by the RP Group. Despite it still being a work in progress, the College found that by doing such presentations, not only did it provide inspiration to other institutions, but participants in the sessions were able to provide feedback and ask insightful questions that spurred further planning and reflection. Relatedly, Norco College hopes to be part of a statewide collaborative by applying to be part of the California Guided Pathways Project. If accepted, this would provide additional ways in which to share ideas with other colleges, while strengthening the plans for implementation based on the feedback it receives from other likeminded colleges.

The Completion Initiative is unique in that its five key components: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care, not only align with, but integrate the work of state efforts related to equity, SSSP, basic skills, and Strong Workforce programs. A holistic response to the needs of students, the Completion Initiative addresses all aspects of a student's journey to completion, with the institution taking an equity-mindset to shoulder the responsibility to change its practices in support of student success.

Lastly, because the Completion Initiative relies heavily on the support and involvement of faculty, replication at other colleges across the state would likewise depend on faculty talking to faculty. A college has to have the will to undertake such an initiative, and much of that depends on the faculty's willingness to not only depart from tradition, but to champion that departure to his/her colleagues. The success of Norco College's Completion Initiative has occurred because of the passionate and student-centered faculty who have unabashedly championed it.

**6. Evidence for Success of Innovation:** The five components upon which the Completion Initiative was based occurred as a result of significant institution-wide professional development and intensive study of groundbreaking research being done both within California and nationally. A Completion Initiative Summit held in the summer of 2015 required attendees to carefully review two documents: 1) *The 2015 Aspen Prize for Community College Excellence*; and 2) *The Game Changers*, a document produced by Complete College America. Rather than Norco College setting about to reinvent the wheel, participants at the Summit determined to rely on the existing successful practices being implemented and recognized nationally. As part of the review, much dialogue and conversation occurred regarding which of the student success strategies being used by other colleges seemed to be a best fit for the needs of Norco College students. Attendees also determined the strategies to which the College was willing to make a commitment and those which required continued investigation.

At roughly the same time, the College was preparing its Equity Plan. A key framework that drove those discussions was the Completion by Design's "Loss and Momentum Framework," in which we examined the progression that college students typically follow from the point of *connection*, *entry*, *progress*, and *completion* of their educational goals. This was later followed by a training led by the Research and Planning Group for California Community Colleges (The RP Group). Faculty, staff, administrators, and students participated in a three-day training on the RP Group's Student Support (Re)defined research project. The project examined ways to advance student success from the students' perspective. Their research identified six success factors that contribute to student achievement, particularly for African American and Latino students (Directed, Focused, Nurtured, Engaged, Connected, and Valued).

*Lessons Learned.* The incredible student success produced by Norco College's award winning Summer Advantage program demonstrates not only the College's penchant for innovation, but its ability to succeed in launching and sustaining new initiatives. As a result of implementing Summer Advantage from the ground up, the College learned many lessons which have been useful in forging this new innovation. For example, the College learned the value of including its K-12 partners in conversations sooner, rather than later. The Summer Advantage program has been funded primarily via basic skills and SSSP funds, teaching the College to find ways to leverage existing funds when no general funds are available. The importance of faculty buy-in and support was reinforced when Summer Advantage grew in its success with the addition of a faculty chair who championed it to other faculty, as well as in statewide conferences and academic senate meetings.

Clearly, Norco College is poised for success as it moves forward with its Completion Initiative. The College has had experience in launching successful and innovative programs for student success and learned many lessons along the way in doing so. Its intensive study of national and statewide literature, in multiple venues and with stakeholders from throughout the institution, laid a solid foundation for the creation of a Completion Initiative which is based on proven best practices supported by extensive research, and in only one and a half years it has moved an expansive initiative which touches every aspect of the institution through its shared governance system, including the academic senate. This college is ready.

**7. Assessing Success:** The Completion Initiative is focused on degree and certificate completion, yet its holistic approach encompasses many aspects of a student's experience during their educational journey. Therefore, a number of metrics will be used to determine success. Data will be used to determine future scalability as well as overall success of the initiative. Comparison studies will be done using transfer, course, certificate, and degree completion to determine if students in the Fall 2017 cohort are demonstrating significant differences from previous cohorts. In some cases, pre/post surveys will be used to determine satisfaction levels of students participating in mentorships and faculty advising. The hope is that students demonstrate statistically significant gains between the pre/post-test surveys, as measured by a means comparison test (paired t-test). Students in the mentoring program will have the opportunity after each session with a peer mentor to identify positive and negative aspects of their mentoring session. Mentors will also be asked to keep journals in which they describe their experiences as mentors, challenges, or difficulties faced in supporting mentees. These informal means of assessing the nature and quality of interactions between students will allow for staff and faculty involved in the program to provide additional supports to students and their mentors. This data collection effort will occur on an ongoing basis. In addition, transfer rates, degree/certificate completion rates, and course completion rates will be analyzed for students participating in the mentoring program comparing them to students who do not participate. Tests of significance will be applied to the two groups to determine if mentoring had a significant impact on outcomes.

A mixed-methods assessment will be conducted to evaluate the effectiveness of the professional development opportunities for faculty. A pre-test survey will be administered to faculty to assess their approaches to working with men of color. As part of a pre-test, interviews will be conducted with faculty participants to establish a sense of their experiences with men of color. Secondly, a post-test survey will be administered after faculty have undergone training to identify growth in capacities for working with men of color. The post-test will involve follow-up interviews.

Additional metrics such as those listed below will also be used to determine the success and scalability of the Completion Initiative.

Certificate, degree, and transfer rates for 6 year cohorts; 30 unit completion rates for cohort; First-time student cohort comparisons; Math and English gateway completion; Course completion rates, especially for disproportionately impacted populations; Benchmarks measuring faculty interaction, such as CCCSSE; Job placement rates; Number of student mentors/mentees, and ambassadors; Number of faculty advisors; Number of counselors trained in administering self-assessment tools to students; Degree to which website and marketing materials are updated to reflect innovation; Number of faculty who have been trained in culturally relevant pedagogy, such as Men of Color or Minority Male Collaborative; Qualitative study based on focus group of participating students.

**8. Resources and Sustainability:** *Resources:* Funds to support this innovation are needed primarily for start-up efforts that will not require the same level of ongoing fiscal resources. For example, there remains a considerable need for continued professional development for counseling and instructional faculty. However, once this training is adequately provided, future professional development will likely be related to other issues and be funded either by general, categorical or grant funds. There is also a one-time need to redo the College website and create marketing materials for students and the community. The College would like to explore the cost of new technology that could streamline the enrollment and registration experience for students. Possible products have been reviewed; however, no funds are available to purchase these products. This would be a one-time cost with district and current staff maintaining the system after its purchase and implementation. There are a number of certifications needed for counselors and career exploration tools needed for use with students that would also be one-time costs. Currently, Norco College is funding its work on the Completion Initiative by leveraging other funds with similar, and in some cases, completely overlapping goals such as, Equity, SSSP, basic skills and the Basic Skills Transformation grant, the Title V grant, and SWP funds, as well as the planning grant from the College Futures Foundation. These funds have been used to support some of the one-time needs mentioned above, such as professional development, compensation for faculty who are working during off-time, stipends for student ambassadors and mentors, costs related to marketing, and various positions such as Student Success Coaches and a Job Placement Center Director.

*Sustainability:* Funding needed to compensate faculty for their work during off-time and to provide reassignment from their instruction while they are providing leadership for this effort is primarily needed at the outset of the initiative; however, faculty leaders will be needed on an ongoing basis to maintain momentum and faculty engagement. Student books and vaccines are currently being funded by equity and SWP funds. For long-term sustainability, these costs would be written into various future statewide plans such as Equity, SSSP, or SWP. Also, ongoing success hinges on continued leadership and oversight over the entire enterprise, necessitating a new management position which would be an ongoing cost and would need to be written into future grants and/or state plans with a plan to transition it onto the general fund. Long-term support to the College's Office of Institutional Effectiveness is also in order to ensure proper assessment of outcomes. Currently, such funding is coming from Equity, and would likely continue to be written into future Equity plans with a long-term goal of transitioning it to the general fund.

With over \$44 million in grant awards, Norco College has earned a tremendous reputation of success in its pursuit of grants. The College is strategic and knowledgeable in selecting and winning grants which provide support for innovations, yet without being led off-mission or distracted by initiatives which are unsuitable for its geographical area, student population or position within the Riverside Community College District. Using its expertise in grant acquisition, Norco College would continue to provide long-term sustainability for the ongoing needs of the Completion Initiative by pursuing grants which align with its goals and outcomes.